ANALYSIS OF ISSUES RELATED TO TRUANCY AMONG STUDENTS IN COMMUNITY SECONDARY SCHOOLS: A CASE OF BUHIGWE DISTRICT COUNCIL, KIGOMA IN TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF EDUCATION PLANNING, POLICY AND ADMINISTRATION

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania. A dissertation titled: **"Analysis of Issues Related to Truancy Among Students in Community Secondary Schools: A Case of Buhigwe District Council, Kigoma in Tanzania".** In partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania
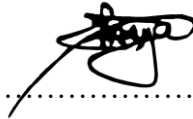
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DECLARATION

I, **Shibungi Isack Masenya**, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as original mine. It is hereby presented in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my late father and mother and to my family especially my wife and my children who gave me moral support during the course of study as they love and respect for education.

ACKNOWLEDGEMENT

ABSTRACT

The study carried aimed at investigating the causes of truancy among students in Community secondary schools. The study was carried in Kigoma region, specifically in Buhigwe district council. The study involved secondary schools, the sample consisted of 200 participants in the following distribution: 1 DSEO, 28 teachers, 5 Heads of schools, 5 ward officers, 5 board members together with 15 parents and 141 students. The research questions: What is the level of prevailing truancy among students in community secondary schools in Buhigwe District? What are the causes of truancy among students in community based secondary school? What are the effects of truancy among students in community secondary school in Buhigwe District? What are the strategies for curbing truancy among students in community secondary school in Buhigwe District The instrument used in this study was questionnaires, where by the questionnaire were used to get information from the teachers, students as well as parents. The researcher visted the five Secondary schools namely Buyenzi, Muyama, Bwafumba,Muharulo and Muhinda which are in Buhigwe District Council found in Kigoma region.

Keywords: Causes of truancy, Community secondary schools, Buhigwe district council, Kigoma

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LIST OF ABBREVIATIONS

DSEO   District Secondary Education Officer

MOEC   Ministry of Education and Culture

TAHOSSA   Tanzania Heads of Secondary Schools Association

WEO   Ward Education Officer

CHAPTER ONE

INTRODUCTION

1.1   General Introduction

This Chapter presents introductory information about factors that contribute to student's truancy. Foremost, the Chapter focused on the background and statement of the problem of the study. The Chapter also underlined the purpose and objectives of the study, the research tasks and questions, the significance of the study, scope of coverage, limitations and delimitations of the study, key operational terms used and a conceptual framework of the study.

1.2   Background to the Problem

Education is a process by which the individual acquires knowledge and skills necessary for appreciating and adapting to the environment and the ever-changing social, political and economic conditions of society and as a means by which one can realize one's full potential (MoEC,2005). In Tanzania traditional education emphasized principles of good citizenship, acquisition of life skills and the perpetuation of valued customs and tradition (MoEC, 2005).

Compulsion of students to attend school reflects the importance the nation places on education as well as a recognition that regular attendance is necessary if education is to effectively prepares a child for adulthood. Truancy which often leads to dropping out of school before completion has negative consequences for children, the kind of adults these children will become, and the society in which they live.

Truant behaviours are generally associated with various psychosocial problems. It is apparent that truancy is among complex problems that exist in most schools worldwide and affect learners' performance. Truancy is a problem as many educators believe that daily school attendance is essential if students want to learn and achieve good performance. Truancy is a form of behaviour that is generally overlooked by the public at large (Reid, 2018). Truancy refers to the behaviour of learners who do not attend school regularly as required by the school, parents and even the educational authorities.

Globally, Truant behaviour is a problem for the individual, the family, the school and the society in general (Moseki, 2014). Truancy is the first and best indicator that a student is heading for trouble as students who habitually miss school exhibit loss of learning and instruction. The school system also suffers when students are absent because this leads to loss of instructional time that often must be repeated for the absentee students, which in turn leads to loss of instructional time for other students. Furthermore, truancy in students, affects their school performance especially when they are in a group or teamwork for their assignment and projects, since grouping will help to develop students' cooperation and ability to share and gain knowledge from their group mates. Likewise, group mates will also miss the opportunity of gaining knowledge from the absent students (Koppenhaver, 2018).

In Africa, the problem of truancy is the same for many African countries including Tanzania. Studies have shown that the occurrence of truancy is encouraged by a number of negative factors which cause students to absent themselves habitually and

unofficially from school (Baleinkorodawa, 2016). They include the influence of drugs, gangs, family pressure, lack of parental control and an aversion to the structured school environment (Van Breda, 2017). Interaction of individual characteristics, family circumstances, socio-economic and school factors cause truancy among children (Smith, 2017). Peers may also serve as models in reinforcing undesirable behaviours amongst other learners. Peers who are involved in truancy often end up becoming delinquents. On the other hand, truancy could be caused by learners' perception of the relevance of the subject taught to the world of work (Khoza, 2019). Some truants perceive their school subjects to be less important and they do not know what careers to follow after completing school (Seerane, 2019). Other studies have shown that many truants do not go to school because they have already lost their interest for school (Kisslinger, 2017).

In Tanzania, it is suspected that truancy in Tanzania is encroaching even to the newly established community secondary schools. However, some programs have been introduced to reduce this problem so as to ensure that learners attend school regularly. Different strategies are in place at schools to record attendance. All schools are compelled to record the attendance of learners in class registers on a daily basis. Schools are at liberty to devise additional measures for keeping and monitoring attendance records and certain schools do 'spot checks' in order to track students

It has been observed that learners tend to miss lessons during the first and second periods, as well as during the last five periods. The tendency of missing certain

lessons towards the end of the school day shows that some form of 'hidden truancy' is prevalent and that pupils can be marked present in the register but fail to attend lessons (Masithela, 2012). On the other hand, they may come late and be marked absent or be somewhere in the school premises not attending certain lessons or periods, but still be marked as being present on the class register. There is also a failure to acknowledge that learners may leave school after having been marked as being present on class registers (Moseki, 2014).

In Buhigwe district in Kigoma region in a survey conducted by the Association of Heads of Secondary Schools in the Region (TAHOSSA) in 2015 to find out the reasons for persistent poor performance by secondary school students in Kigoma Region, it was identified that truancy is one among a number of factors contributed to the problem. Some schools which are located far away from residential areas seemed to encourage truancy among students which in turn appeared to be seriously affecting performance. Esbon Matata, the headmaster of among the surveyed schools said that truancy depended on the location of the school. In urban areas, he noted, truancy was as a result of students skipping school to work as boda-boda operators, sell second-hand clothes, and go to internet cafes where they play computer games. Esbon matata lamented that "We have 'invaded' these internet joints and found that our students browse the web, especially face book and twitter," (The effect of such habit is that young people miss the opportunity to get education at the right age, while learning bad ethics and ignoring academic work at school (Abdallah, 2015).

For the purpose of this study researcher aimed to find out the factors that motivate

truancy behaviour in community based secondary schools in Buhigwe district in Kigoma region

1.3 Statement of the Problem

It is obvious that truancy is one of the serious problems that exists in most community secondary schools in Tanzania today and affects students' performance (Mlowosa, T. P., Kalimang'asi, N., & Mathias, B. D. (2014). The impacts of truancy in academic performance among secondary school students: A case study of Kigamboni Ward in Temeke Municipality. *International Journal of Scientific and Research Publications*, *4*(11), 1-5). Despite all efforts undertaken by the government and school administration to control it, truancy is still a problem that affects many schools. Much has been talked about the spread of truancy in secondary schools. It is suspected that this situation may spill over to community secondary schools. There are not many studies in Kigoma region carried out, that have seriously attempted to explore the source of truancy in community secondary schools. Every year is reported through different social medias on excessive truancy among students in community secondary schools. This has been the main factor for poor academic performance among students in Buhigwe community secondary schools. The question that the community and educational officers ask themselves is; what are the persistent contributing factors to students' truancy in community secondary schools? What should be done to reduce the problem of truancy in our community secondary schools? Therefore, the intention of the present study was to examine the causes of truancy and recommend solutions to the problem of truancy among students in community secondary schools in Tanzania particularly in Buhigwe district.

1.4 Purpose of the study

The purpose of the study was to investigate the factors influencing truancy in community secondary schools in Buhigwe district.

1.5 General Objective of the Study

The general objective of this study was to find out the causes of truancy among students in community secondary schools in Buhigwe District.

1.6 The Specific Objectives of the study

The following was the specific objectives of this study:

i) To explore the level of prevailing truancy among students in community secondary schools in Buhigwe District.

ii) To assess the causes of truancy among students in community based secondary schools.

iii) To determine the effect of truancy among students in community secondary school in Buhigwe District.

iv) To investigate the strategies for curbing truancy among students in community secondary schools in Buhigwe District.

1.7 Research Questions

i) What is the level of prevailing truancy among students in community secondary schools in Buhigwe District?

ii) What are the causes of truancy among students in community based secondary school?

iii)   What are the effects of truancy among students in community secondary school in Buhigwe District?

iv)   What are the strategies for curbing truancy among students in community secondary school in Buhigwe District?

1.8   Significance of the Study

The findings of this study were to reveal the root causes of the problem of truancy among community secondary school students. Secondly, the findings of the study were to serve as a guide to parents, educational officers, policy makers and planners on assisting truant students in community secondary schools to change their deviant behaviours. The study also stimulated further researches to be done to investigate the problem of student truancy in community secondary schools.

1.9   Limitation of the Study

The study was conducted in Buhigwe district. Due to shortage of time the study focused on only one district out of all districts found in the region, thus the study covered a small area. In addition, the study involves only 28 teachers out of all teachers in Buhigwe district. The study was limited to only few methods of data collection specifically questionnaire and interview. Likewise, the study had financial limitation since it lacked enough money to finance the research process.

1.10 Scope of Coverage

The study was conducted in one district of Kigoma region; involved five community secondary schools all schools from Buhigwe district in Kigoma region. Buhigwe

District is one of the eight districts of the Kigoma Region of Tanzania. It is one of the 20 new districts that were formed in Tanzania since 2010. The sampled schools targeted are Buyenzi, Muharulo, Muhinda, Muyama, Bwafumba,; all are based secondary schools from Buhigwe district. The study terms these schools "Buhigwe community secondary schools". Researcher believes that the chosen schools provided clear and adequate information for the study.

1.11 Key Operational Terms

This section gives the meaning of some key operational terms used in the study:

i)   **Truancy** is broadly defined as unauthorised absence from school. The definition is adopted with the assumption that absence from school with the knowledge and permission of the school and parents or guardians does not constitute truancy.

ii)   **Truant** is a learner who, after being registered at a school, absents himself or herself from school or lessons without a legitimate reason or permission from parents or the school officials.

iii)   **Blanket truancy** is absence from the whole school day which is usually reflected on the school register.

iv)   **Habitual truancy** is a specific number of consecutive unexcused absences from school or a total number of unexcused absences over a semester or school year

v)   **Post-registration truancy** is the absence from a particular lesson or lessons and occurs when the learner is marked present but fails to turn up at lesson or lessons.

vi) **Community members** are parents and potential parents, who have an interest to the school.

vii) **Buhigwe community secondary schools** in this study refers to community secondary schools located in Buhigwe district and rural districts.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter tries to review the different literature relating to investigation on the causes of truancy among students in wards secondary schools, Buhigwe District. It was organized to cover the following issues: the concept of truancy,

2.2 Truancy

Truancy is deliberate absence from school on the part of learners without the knowledge and consent of parents or absence of learners from school for which no reasonable or acceptable excuse is given. Truancy is considered any planned and intentional unlawful and illegal absence from compulsory schooling. It may also refer to those students who attend school but do not take their classes (Kanga, 2019). Truancy is about learners who have not been attending school regularly as required by the school, parents and even the authorities. Truancy which is considered an antisocial behaviour and a delinquent act has caused a lot of setbacks for children, adolescents and youths in their educational pursuits (Baier, 2018).

In the same manner, the New Western Comprehensive Dictionary Special Edition (2004), said that truancy is "when a student stays away without good reasons, the knowledge of the authority". The above definitions agree that truancy is when a student absents himself or herself from school without due permission either from parents or from related authorities.

Truancy can be defined as "any absence from school not authorized by the school" (Bicknell, 2020 as cited in Kanga, 2019). It could also be defined as the 'persistent, habitual and unexplained absence from school of a child of compulsory school age' (House of Representatives Standing Committee on Employment, Education and Training, 1996, Mlowasa Tibenitus P, (2014) Impact of Truancy in Academic performance Among secondary school stuents Report.

According to Le Rich (1995) as cited in Kanga (2019) defined a truant as a student who might be absent from school altogether or from a particular lesson or lessons with or without parental knowledge. According to Reid, the prospective high-risk truancy cases are learners who have experienced any of the following severely punished or bullied recently. Unduly moody or fearful; been under pressure from examinations; quarreled seriously with an educator; has become withdrawn and has overreacted to teasing or other classroom situations. All these are warning signs that a student could be on the way to becoming a truant. These could also be linked to emotional stress and psychological difficulties suffered by all learner occasionally. It could also be a manifestation of severe traumatic encounters that learners may experience in their broader social context from time to time (Kanga, 2019).

According to Baier, (2018). truancy is intentional, premeditated and planned absence of the learners from educational institutes without their parents' permission or without a reasonable reasons or justifications. Defining truancy,

Kanga (2019) writes, "truancy is an act of staying away from school without leave". Similarly, truancy can be divined as "absence from school for no legitimate reason". Discussing on truancy, Adekunle (2015) states that truancy involves deliberately absenting of an individual from school without the consent, leaving and escaping of specific lesson periods without permission. Research reveals that there are number of causes of truancy among the students.

2.3   Types of truancy

There are three types of truancy which are: Habitual truancy, Occasional truancy and Causal truancy. Habitual truancy is defined as a specific number of consecutive unexcused absences over a semester or a school year. The school is primarily responsible for responding to truancy (often in the form of a cell to parents). If school efforts fail, habitually truant students may become involved with the juvenile justice system (Rodriguez, 2017). A habitual truant student refers to a child of compulsory school age who is absent without a legitimate excuse for five or more consecutive school days in one month or twelve or more school days in a school year. Children who are habitual truants are more likely to engage in undesirable and antisocial behaviours such as gang membership, marijuana use, alcohol use, inhalant and hard drug use, high-risk sexual behaviour, cigarette smoking, suicidal behaviours, theft and vandalism.

Also, habitual truancy is a type of truancy that occurs when a student (truant) constantly and continually absents from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those

students who miss numerous school days of academic activities. Their frequency of absenteeism has become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of failing behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2017).

Occasional truancy is a type of truancy that occurs when a student does not constantly and continually absent him from school. In this type of truancy, the student's level of absenteeism from school without the permission of parents or school authority is irregular or not regular. For instance, a child whom the mother refuse going to school and was kept at home to help care for sibling and the child taken out of school for an out-of-season family holiday etc are all instances of occasional truant (Ezeani, 2017).

Casual truancy is a type of truancy which occurs when the student's absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance, for instance, students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Ezeani, 2017).

2.4   The Four Categories of Truancy Factors

The literature review identified the four categories of truancy factors: - namely family, school, student and economic factors. The following is a brief description of each of truancy factor according to Baker, Sigmon, and Nugent (2015).

2.4.1 Family Factors that May Cause Truancy

The social environment that parents and other family members create is of paramount importance to children's development. Family interactions in children upbringing can predict the nature of children's interactions with adults and peers in wider communities (Herrera and Dunn, 2019). Rohrman (1993) and Kinder et al. (1995) as cited in Suleiman et al, (2017), stated that truancy is caused by child personality, family background, and concerned community. Suleiman et al, (2017). found that illness, age, financial crises, social class, geographical area and institutional factors like teachers' attitude, ineffective administration, high cost of education are the contributory factors that cause truancy.

Fundamental children's social developments are the opportunities that are created during their interactions with parents at home whether they are good role models or not. During their early upbringing, in the period when children have gained relative independence from a primary caregiver and have not yet started formal school, children shape their relationships with their parents. However, their contributions to these relationships are also dependent on the opportunities and the model provided by their parents (Mavoa et al., 2003).

It has been experienced that parents' involvement in their child's early upbringing has an impact, not only through child specific learning activities, but through changes in a network of interrelated family factors such as home environment, parental expectations for their children's performance, and increased cognitive stimulation (Bronfenbrenner, 1979). Families who are under stress have difficulties

in staying together. Students who are likely to be truant come from families with single parents or broken families (Mc Cown and Johnson, 2003). Other studies show that more than half of those charged with school non–attendance were from homes where at least one parent was absent (Collins, 2018). Furthermore, it has been highlighted that individuals with larger numbers of siblings and only one parent present are more likely to demonstrate truant behaviour (Reid, 2010a). Other factors that are found to be common among the families of the truant include indulging in alcoholism, physical and mental illness, and violence and family disorganization (Collins, 2018; Reid, 2010a).

2.4.2 School Factors That May Cause Truancy

The relationship between school and student attendance is controversial in large part because it calls into question a variety of approaches in the policy and teaching methods used by teachers to motivate young people to learn (Hanushek, 2019). Educational and sociological research also suggests that the school system itself may be influencing truancy (Smith, 2017).

Reid (2018) while conducting research study regarding causes, views and traits of school absenteeism and truancy, he found that peer group, relations with teachers, curriculum design, family background and mistreatment are the factors that contribute to truancy. Further, he established that truancy is similar to absenteeism, but truancy is an unexcused absenteeism from school or periods without the permission of parents and even parents are unaware of their children truancy.

There is a theory which propounds that truancy is caused by various aspects of the school (Carlen et al., 2012). This theory explains truancy as a response to an inadequate education system. It appears that this theory is based on the perception that the schools and the education system in general are lacking motivation, and thus force some learners to reject the very education that is thought to give them a better future. Proponents and supporters of this perspective would therefore argue that what is happening in the schools and the education system in general is what actually makes learners become truants.

In addition, there were identifiable factors within the schools that were closely associated with the development of truanting behavior among young people (Keys, 2014). Literature review has highlighted a body of theoretical and empirical literature which looks at the school itself as a cause of truancy (O'Keefe, 2014). It was noted that school factors play a more important role than others in causing truancy and contributes to large numbers of young people dropping out from schools in South Africa (Noguera, 2003).

Truants, however, tend to feel insecure and see themselves as 'outcasts and rejected at schools' (Van Breda, 2017). A study by Britten in Europe (2016) "Who is to blame for kids dropping out of school?" found that 27% of the participants alleged that educator conflict and hatred towards certain learners were significant factors in truant behaviour. Another study, found that institutional factors such as teachers, boring subjects, gang affiliation, and detention contributed to truancy. Additional reasons for truancy included the negative impact of bullying from other learners,

disappointment with school and the desire to leave school permanently (Ryan, 2015). It was depicted that the structure of junior high schools in South Africa, students with the highest rate of truancy were those with the most inflexible attendance policies (Capps, 2003). Learners in these schools were reportedly more likely to believe that educators and administrators did not care about them and their attendance (Van Breda, 2017).

The New Zealand Curriculum Framework focuses on the individual student as the centre of all teaching and learning. However, certain teachers still employ an authoritarian type of teaching which could result in learners absenting themselves from school (Wiles et al., 2010). Usually students want to have open-minded, modern and enthusiastic teachers because keen teachers help students to be passionate with their work, teachers who are closest to their parents and who know what they like, and what they do not like (Horng et al., 2005). When students arrive in a classroom, they tend to establish relationships with people around them, especially the teachers. If the teacher makes the effort to understand the students and their background, a good relationship is likely to develop. This is important because if students have problems, they can speak freely with their teachers to find a solution that is good for them (Pajares, 2012). If the student–teacher relationship is maintained in good faith and the communication between them is effective, students will have more respect for the teacher and pay more attention in his/her classes. Social connections enrich students' academic worlds by providing practical and emotional support; offering a means for relaxation, fun and enjoyment; and providing opportunities to voice frustrations, to self-disclose and encounter new

experiences (Paine, 2016). At the same time good social connection between students and teachers makes learning more interesting. If the relationship is bad, and trust, respect and understanding is not maintained, then going to school will not be so encouraging for students and they will lose interest in school and their teachers.

2.4.3 Economic Factors that May Cause Truancy

The home background according to Programs International Student Assessment (PISA) influences academic and educational success of students and school work, while the economic status reinforces the activities and functioning of the teachers and students (Willms, 2010).

Exploring the causes of truancy based on economic factors, Suleiman et al, (2017), found that sometime most of the students go to school without taking food due to scarcity of food at home as they belong to poor families. Consequently, they miss classes as they need an opportunity to take care for themselves.

On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fees, purchase books and uniforms, such child may play truant, thus his/her performance in school may be adversely affected (Shittu, 2004).

In most African countries in particular Tanzania, parental income and education are correlated with the student truancy. The cost of education can be regarded as the

main cause of truancy. For instance, the majority of Tanzanians depend on land and derive most of their income for the family from both agricultural and animal production. Parents therefore, need manpower to work in the farm in order for them to meet the education cost. Poor families, who do not have labourers, sometimes find it necessary to engage their children to work on family land or caring for cattle. In such situation children are compelled not to attend school regularly.

2.4.4 Students Causes of Truancy

The contributing causes of truancy are inborn and located within the students. Truancy relates to various identified personality aspects of the learner (Carlen et al., 2012). Personality is defined as the individual's psychological, physical and spiritual characteristics that determine his/her behaviour in context in which he/she finds himself/herself (Meyer and Viljoen, 2003). Poor social skills and a lack of confidence are also factoring that contribute to truancy (Edward and Malcolm, 2016). It is asserted that boredom, isolation and lack of friends can pull a learner off school. Push factors are personal aspects within the learner, which may include shyness, a tendency to become easily distracted or bored and perhaps inability to make friends (Lewis, 2005). It appears that the inability to cope with the demands of making friends triggers a strong impulse to escape from the anxiety-provoking situation, thus leading to truancy. Research indicates that certain personality traits, including lower levels of self-esteem make some learners more prone to truancy than their peers (Reid, 2010a). Also truancy is mentioned as one of the behaviours that are associated with conduct disorder (Sue, Sue and Sue, 2019). Antisocial behaviour that an individual with conduct disorder may display include defying authorities, lying,

fighting, cruelty to animals and people, as well as truant behaviour. In addition, feelings of alienation from school and higher levels of anti-social behaviour are some of the characteristics displayed by many truants (Reid, 2018).

From the literature review, it can also be depicted that truants tend to perform poorly in examinations. For instance, in English subject, secondary school learners who admitted that they have once engaged in serious truancy were likely to report low levels of exams performance (Gray and Jesson, 2018). Learners who play truant are more likely to have repeated a certain grade at school. Research findings indicated poor school results often precede obstinate truancy even though research evidence suggests that there is no direct relationship between intelligence and truancy (Van Petegem, 2014). Truancy is linked to a lower level of academic self-concept since these learners tend to perceive themselves as having less ability than their peers (Reid, 2019). On the other hand disaffected learners who were also truants attributed their success and failure to relative effort instead of ability (Solomon and Rogers, 2015). Moreover, studies by Danesy and Okediran (2016) indicated that street hawking among young school students have psychologically imposed other problems, like sex networking behaviour, juvenile delinquent behaviour, which takes much of the student school time that necessitated the poor academic performance and drop out syndrome noticed among young school students.

2.5 Self -Concept

Self-concept is the image that we have of ourselves. Self-concept is the mental and conceptual understanding and persistent regard that sentient beings hold for their

own existence (Wikipedia 2019). This image is formed in a number of ways, but is particularly influenced by our interactions with important people in our lives. Self-concept has been conceptualized by different authors. Self-concept is our perceptions or image of our abilities and uniqueness. At first one's self concept is very general and changeable… As we grow older, this self-perception becomes much more organized, detailed and specific (Punch, K. F. (2018)).

A self-concept is a collection of beliefs about one's own nature, unique qualities and typical behaviour. Yourself concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as "I am easy-going" or "I am pretty" or "I am hard working". (Wilson, 2015). Self-concept according to Lewis 2019 has two aspects; the existential self and the categorical self the existential self-istle most sensitive aspect of the self-Scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self (Bee, 2012).

Lewis opines that Awareness of the existential self begins as young as two or three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move. 'The Categorical self-realized that he or she is also an object in the world. Just as other objects including people have properties that can be experienced big, small, blue smooth and so on. In this view an individual is becoming aware of himself or herself as an entity, object which can be experienced and which has properties.

2.6   Theoretical Review

This study is based on investigating the psychological determinants of truancy among community secondary school students. The theories underpinning this study are: General Strain theory, Social Learning theory and Positivist theory.

2.6.1 General Strain Theory

General strain theory which is a sociological theory was developed from the work of Emile Durkhiem and Merton and taken from the theory of anomie. Durkhiem focused on the decrease of societal restraint and the strain that resulted at the individual level and Merton studied the cultural imbalance that exists between goals and the norms of the individual society. The first of these levels is the micro side of anomie, which manifests in the inability of society to set limits on goals and regulate individual conduct. The micro side of anomie, also known as strain theory, is focused on the reasons behind the increased likelihood of deviance that results from the breakdown of society. According to this micro side of anomie, the decrease in societal regulations creates an increase pressure to commit deviant acts (Agnew & Passas, 2019).

Strain theory is focused on the pressure that is placed on the individual to commit crime (Agnew, 2012). According to strain theory, individual deviance is caused as a result of negative treatment from others, and this result in anger and frustration (Agnew, 2019). General strain theory was also used to explain high rates of crime in adolescents (among males as opposed to females). In an attempt to explain high rate of male delinquency as compared to female delinquency, Agnew and Broidy (2019)

analysed the gender differences between the perception of strain and the responses to strain. The first area that was explored was the amount of strain that each gender experiences. According to stress research that Agnew and Broidy compiled, females tend to experience as much or more strain than males. Also, female tend to be higher in subjective strain as well.

2.6.2 Social Learning Theory

Another category of the different theories of delinquency is the psychological theories which focus on the individuals conditioning processes. Social learning theory will be discussed under this category. Social learning theory is a general Fountain Journal of Management and Social Sciences: 4 (1) (2015), Aremu, et al. theory of crime and criminality and has been used in research to explain a diverse array of criminal behaviours. The theory as proposed by Akers is cantered on the idea that the same learning process in a context of social structure, interaction, and situation produces both conforming and deviant behaviour. The differences lie in the direction of the balance of influences on the behaviour (Akers & Sellers, 2004). Social learning theory is best summarized by its leading proponent, Akers 2019 commented on how the theory is more closely aligned with cognitive learning theories such as Albert Bandura (1977) among others. The probability that persons will engage in criminal and deviant behaviour is increased and the probability of their conforming to the norm is decreased when they differentially associate with others who commit criminal behaviour and espouse definitions favourable to it, are relatively more exposed in person on symbolically to salient criminal/deviant models, define it as desirable or justified in a situation discrimination for the

behaviour, and have received in the past and anticipate in the current or future situation relatively greater reward than punishment for the behaviour. The conceptualization of social learning theory embodies within it for fundamental premises that include differential association, definitions, differential reinforcement and imitation (Akers & Sellers, 2004).

2.6.3 Positivist Theory

The third category of different theories of delinquency is the biological theories. Biological theories revolve around the idea that individuals are predisposed to commit crime. Lombroso is considered to have contributed the major theory called positivism (Champion, 2004). Lombroso (1835-1909) in Mclaughlin and Muncie (2005) developed the positivist theory believed in an in-Born criminality. Positivism values scientific reasoning and intelligence as a means of understanding and preventing crime, and as a means of ensuring that society runs smoothly. Eminent. Fountain Journal of Management and Social Sciences: 4(1) (2015), 132 – 153 Aremu, et al. 144 criminologists Mclaughlin and Muncie (2005) define positivism as "a theoretical approach that views crime as being generated primarily by biological or psychological forces located within the individual". In essence, the reason for adopting this theory is because it explains the fact that when an individual has goals but is unable to achieve the goals set before them in a legitimate way, the individual will find illegitimate ways of achieving his or her goals. This means that truancy is influenced by poverty and struggle to make it.

2.7   Conceptual Framework

According to Kombo and Tromp (2016) a conceptual framework is a set of broad ideas and principles taken from relevant field on enquiry and used to structure a subsequent presentation.

A conceptual framework in research assists a researcher to develop awareness and Understanding of the situation. It also contributes to the formulation of the research design and giving a broad scope to think about research. Also, according to Smyth (2004), a conceptual framework is a tool which researchers use to guide their inquiry. It is a set of ideas used to structure the research, a sort of map that may include the research objectives and questions, the literature review, methods and data analysis. Haralambos and Holborn, (2019) argued that a conceptual framework enables the researcher to find links between the existing literature and his/her own research goals. Most academic research uses a conceptual framework at the outset because it helps the researcher to clarify his/her research questions and aims.

Possible causes for student's truancy	Challenges facing students in attending classes	Possible Outcomes
• Students interesting schooling • School administration and Teacher's interest • Social-economic status • Geographic allocation of school	• Irregular school attendance. • Missing classes' • Late coming to school • Failing in subject	• Truancy • Drop out. • Early marriage • Miss behavior • Drug abuse • Poor school attendance

Figure 2.1: Factors leading to students' truancy

Source: The Figure was Adapted from Murdock (2020)

The conceptual framework of this study is summarized and it indicate the relationship between possible causes for student's truancy (predictors' variable),

challenges facing students in attending classes (precipitate variable) and the possible outcomes of the study. The link between variables is shown in figure 2.1 above.

Predictors Variable: The variable signal or predict the decision of the students to play truancy. These includes social-economic status of the family, traditional belief, gender, teacher's commitment and geographical location of school environment, parental care, student's interest, school administration and teachers' attitude that had an impact on students' school attendance. According to Hocking (2019), it was recommended that, parenting style of children sometimes contributed to students' truancy. If all or some of these factors were not supportive to education delivery, there would be some indications on the student behaviours towards truancy and leading to precipitate variables.

Precipitating Variables: The variable has an immediate effect on students to experience truancy or stay away from school. The precipitate variable included factors like inability to pay school fees, irregular schooling, late coming to school, missing some class periods, failing in subjects and this can result to poor quality of school. If the habit continuous will encourages truancy and later on school dropout.

Outcome Variable: These include truancy, school dropout, early marriage, miss behaviour such as smoking, alcoholism, drug abuse, and class repetition. Depending on the level of manipulation of the other three mentioned variables, certain educational decisions regarding schooling could enhance student interest of schooling. It could be the decision about enrolment, attendance and school

completion. But when the other two cluster variables do not favor the student, eventually truancy and school dropout may be achieved.

2.8   Empirical Review

Truancy is increasingly observed an evolving and emergent problem which is a delinquent act of a students to miss one or more classes intentionally. All over the world, truancy has been considered as a cankerworm that destroys the fabrics of the educational programmes which has instigated a number of hindrances and obstruction for the secondary school students in their educational career (Suleiman et al, 2017).

2.8.1 Truancy among Secondary School Students

Truancy among secondary school students is a situation in which students develop and show adverse attitude and behaviour to learning. They absent themselves from classes using unnecessary excuses such as in genuine sickness, fake suspension by the class teacher or school authority and involvement in sport activities.

Truancy can equally occur in a boring and boredom classes, harsh teachers who are difficult to approach and in an un-conducive school environment. A study of 1,262 students drawn from secondary schools in IkotEkpene local government area revealed that the following factors were responsible for truancy among senior secondary school students; unstable homes, teachers/school factors, psychological and personality factors, the demand of modern living. Baier, (2018) in the study determined the causes and levels of truancy among secondary school students in

using 105 teachers, reported that there is a significant difference between family background and student factor which implies that the student's family background contributes greatly to the student's level of truancy.

2.8.2 Truancy and Self-concept among Secondary School Students

Self-Concept according to Meyer (2005) is how a person views himself (self-image) and how one will like others to view him (described self). To Kelly (2004), Fountain Journal of Management and Social Sciences: 4(1) (2015), 132 – 153 Aremu, et al. self-concept is the awareness of one's attributes, judgments, and values in relation to one's behaviour, abilities and capabilities. This will help the adolescent to feel capable, likeable, adaptable and strong. In relation to this,

Tamunoioman (2018) carried out research on self-concept attributes, her findings revealed that a positive relationship exists between academic performance and psychological self-concept. In this self-concept influences behaviour of students in positive as well as negative ways. In a study carried out by Chan and Fung (2004) on the effects of self-esteem, parental attachment and peer influence on deviant behaviour Hong Kong adolescents, statistically analyses showed that both self-esteem and parental attachment were not related to deviant behaviour. However, when self-concept in domain specific was put into consideration, social self-concept was found to be positively correlated to deviant behaviour. Acosta (2015) reported that the key factor to academic achievement to self-concept and this measure is a better predictor of achievement. Therefore, students that are deficient in school work is not as a result of low intelligence or physical impairment but because they seem to

see themselves as unable to undertake work success in school work. Thus, the way such students fills about the qualities and attributes they possess will affect the academic performance and adjustment in school and this can result into negative self-concept. Leung (2018) reported that poor academic self-concept and poor relationship with school and parents were related to a higher frequency of delinquent behaviour; however, a higher frequency of delinquent behaviour was related to a more positive self – concept with regard to social ability and physical ability. Kelly (1978) reported a direct correlation between delinquency and low self - esteem. He found evidence of a link between increased self – esteem and a reduction of delinquent behaviour. He found that as programs that there is a mounting body of evidence to suggest that a student's performance in an academic setting is influenced in both subtle and obvious ways by the concept of self. Kelley (1978) reported a direct Fountain Journal of Management and Social Sciences: 4(1) (2015), 132 – 153 Aremu, et al. 146 correlation between delinquency and low self-esteem. He found evidence of a link between increased self-esteem and a reduction of delinquent behaviour. He found that as programs were implemented to raise the level of self-esteem, the incidence of delinquent behaviour was reduced.

2.8.3 An Overview of the Factors Contributing to Truancy

Research literature clearly demonstrates that there is no single cause of truancy (Reid, 2010a). A chaotic family life, an unsupportive school environment, student variables, economic influence, school community and other social variables are assumed to be strongly associated with truancy. Some researchers have found that the problem is associated with macro-societal factors such as the nature of class

system (Van Breda, 2017). Others locate it to micro-societal factors such as individual family structure, attitudes and standards of behavior within the family. It is also believed that truancy can be resulted by a possible personality trait, physical and psychological characteristics or poor educational attainment (Van Breda, 2017).

2.9 The Family Efforts in Reducing Truancy

Improving student attendance at school requires a holistic approach that addresses school and classroom factors, as well as factors outside of school such as family. Schools and teachers, however, cannot solve attendance problems alone. Family processes also are important influences on student truancy. Specific parental behaviours such as monitoring students' whereabouts, parent-child discussions about school, volunteering at school, and Parent-Teacher Association (PTA) or Parent-Teacher Organisation (PTO) membership have all been shown to predict lower levels of truancy among students (Astone and McLanahan, 2016; Duckworth and DeJong, 2014; Lee, 2014; McNeal, 2020). Although most schools have not collaborated systematically with families to reduce truancy, home-school connections are recognized as an important strategy to increase student attendance (Cimmarusti, James, Simpson and Wright, 2014; Corville-Smith, Ryan, Adams, and Dalicandro, 2018; Epstein and Sheldon, 2016; Weinberg and Weinberg, 2012; Ziesemer, 2014).

Educators have a responsibility to help families become involved in reducing student truancy. Studies show that when schools develop programs of school-family partnerships, they have higher levels of parent involvement (Desimone, Finn-Stevenson and Henrich, 2010; Epstein, 2015; Sheldon, 2003b; Sheldon and Van

Voorhis, 2004), higher percentages of students pass standardized achievement tests (Sheldon, 2003a), and schools take fewer disciplinary actions with students (Sheldon and Epstein, 2016). There is, then, good reason to believe that the development of partnership programs can decrease truancy. High quality partnership programs implement a range of family involvement activities focused on specific school goals for students (Epstein, 2005; Epstein, et al., 2016).

According to Epstein and Sheldon (2016), there are six types of involvement through which schools can connect with families in order to improve specific student outcomes: (1) parenting (2) communicating (3) volunteering (4) learning at home (5) decision making and (6) collaborating with the community. Comprehensive high-quality partnership programs include practices for all six types of involvement, focused on specific school goals for students. Moreover, Epstein and Sheldon (2016) found that several family involvement practices were associated with student attendance including rewarding students for good attendance, communicating with families about student attendance, providing families with information about people to contact at school, conducting workshops on attendance, and providing after-school programs for students

From the literature review it can be suggested that student attendance might improve if schools take a comprehensive approach by implementing activities that support good attendance, conducting effective home-school connections, and remaining focused on the goal of improving and maintaining student attendance. Other research findings have indicated that communicating clearly with families was especially

useful strategy of reducing student truancy. Studies found that making phone calls to parents of absent students was associated with improved student attendance (Helm and Burkett, 2014; Licht, Gard and Guardino, 2016). Also, providing timely information to families about attendance status of their children helped improve attendance rates in high schools (Roderick et al., 2019). Keeping parents informed of their children's attendance at school allowed parents to monitor and supervise their children more effectively

2.10 Physical Facilities

2.10.1 School Environment and Location

School location justified also distance from the catchment area, where students came from. Laraine and Austin (2010), noted that distance from school created a problem for students due to lack of transport facilities. Some of the student's encountered as late comers were influenced by distance from home to school. Disregarding this incidence of staying far from school, such students were grouped as truants. Other scholars like Machumi and Minde (2010), revealed that the distance from home to schools coupled with unreliable transport problem encourage students to be truant.

2.10.2 Weather Condition

Weather condition contributes to students' truancy. Look (2005) stressed that wet weather often made country roads impassable. That incidence finally forced students fail to attend school. Other scholars like Sunita (2015) Jane (2012), Yeida at el (2016), noted that, some of the students became truants during wet seasons because

of difficulties with work especially clearing and slashing school environment frequently.

2.10.3 Buildings

Carolyn (2018) revealed that school structure, including classrooms and playgrounds influenced student attendance. Thus, there was a positive relationship between attractive classrooms and playgrounds with students' attendance. Other scholars like Jane (2012) Sunita (2015) and Barogo (2019) argued that, unattractive school building influenced students lose interest in school. On the other hand, school structure reflected teaching and learning resources. Scholars like Auditor (2004) and Jane (2012) observed that inadequate learning resources had a direct relationship with students' truancy. However, Dincer and Uyasal (2010) concluded that there was a weak relationship between resources and student's attendance and achievement.

2.10.4 Marital Status of a Parent

Finlay (2017), argued that students from single parent families were likely to miss school than students from two parent families. That was because single parent families were subjected to hardship, economic status and always concentrated on how to acquire daily needs like food. For that matter such families had minimal time to supervise and monitor their children's attendance and academic matters in particular.

Jod (2018), found that single parent families contributed to student truancy. On the other had marital status associated with conflicts led to family breakdown. For that

matter such students fell unhealthy with studies and finally dropped out due to being truants. Carville (2018) as cited by the Virginia Department of Education (2005) argued that, students who experienced family conflicts felt academically inferior which led to absconding schooling. Moreover Veenstra et al (2010) conducted a study titled "Truancy in late and early secondary education". The influence of social bonds and self-control. The study found that low family bonding could increase the likelihood of school absenteeism. Furthermore, Hunt and Hopko (2016), argued that lower levels of family cohesion or bonding contributed to student truancy. Asmawati et al (2017) found that family conflict in Malaysia was the second most factors in causing student truancy.

2.10.5 The Education Act

The Education Act in any nation had a key role in providing guideline and running education system. The Act should give a direction on school attendance and how should it be dealt with. For example, the Tanzania Education Act of 1978, this was revised in (2010); under a subsection called "The primary school (Compulsory Enrolment and Attendance) rules 2016, states that;

"The enrollment and regular attendance of every child in primary school shall be compulsory as from the effective date and every child enrolled in primary school shall attend until the completion of primary education. Any parent to whom those rules apply, who fails to enroll his child commits an offense and liable on conviction, in the case of a first offense to a fine not less than thirty thousand shillings and exceeding six months or not, both such a fine and imprisonment for a term not

exceeding six months or to both such fine and imprisonment or fine of not less than fifty thousand shillings or a imprisonment for a terms not exceeding six months or to both such fine and imprisonment".

This sub-section of the Act, stresses that at the primary level the Regional Educational Officer, District Educational Officer, Ward Educational Officer and courts are given mandate to deal with cases of truancy directly. However, for secondary education the emphasis on compulsory enrollment and attendance lack emphasis. Failure by law to insist on compulsory enrollment and attendance for secondary education was dilemma by itself.

2.11 Research Gap

The literature reviewed so far has considered truancy as a closed set. It has not specifically analysed the rate of truancy among students. This study intends, among other aspects to explore further victims of this incidence to students. If those leading into truancy were boys or girls, what could be the causes for that. Furthermore, the literature reviewed was related to other areas of the world different from Kigoma region and specifically Buhigwe district. This study intends to bridge the noted gaps.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This Chapter presents the methodologies that were used in this research design including area of the study, target population, sample and sampling procedures, sources of data and methods of data collection, validity and reliability of data collections instruments as well as data analysis procedures and ethical considerations.

3.2   Research Design and Approach

Research design is defined as the conceptual structures within which the research is conducted. It constitutes a blueprint for the collection, measurement and analysis of the data that helps the researcher to get relevant data to realize the objectives of the study (Kothari, 2004). In this study data was collected by using a descriptive survey approach that gave an opportunity to have a relatively small area of coverage and the respondents with varied experiences and views.

In addition, the selection of an approach employed in any research normally depends on the nature of question under consideration and objectives of the research itself (Best and Khan, 2012). In the light of this understanding, the study was largely qualitative in nature although some elements of quantitative approach were also employed.

The study adopted the case study design which enabled to obtain all the required data

within a short period and the study to have an opportunity to make intensive analysis of specific details which in most times are overlooked in other methods. According to Krishna swami (1988), a case study refers to in-depth comprehensive study of a person, social group, an episode, a process, a situation, a programme, a community, an institution or any other social unit. Its purpose is therefore to understand the life cycle of the unit under study or the interaction between factors that explain the present status or the development over a period of time.

3.3   Area of the Study

The area of the study is defined as the place where data is going to be collected (Frankfort, 2017). This study was carried in Buhigwe district, which is one among districts of Kigoma region in Tanzania. Purposively Buhigwe district had been selected because it is one among the districts which had not been researched on causes of truancy among students in community secondary schools in Tanzania; otherwise, all districts would have equal chance to be studied. The reason for selecting this study area is that parents and guardians differ in many ways such as the occupations they conduct, education background and their socio-economic status and activities they carry out, therefore, researching in Buhigwe district was expected to provide better original Results and would help to avoid duplication of the study.

3.4   Target Population, Sample and Sampling Procedures

3.4.1 Target Population of this Study

A population as defined by Bryman is an entire cohort of subjects that a researcher is interested with (Bryman, 2004). In the population is where a researcher chooses a

sample to represent the whole population. For this study, the target population covered respondents who reflect the diversity of ideas, experiences, and feelings about contributing causes to students' truancy, for this case the population of this study were District Secondary Education Officer (DSEO) in Buhigwe district, Ward Education Officers, Heads of Secondary schools in selected schools, parents and form 3 and form 4 students in selected schools in Buhigwe district.

3.4.2 The Sample

Sample is defined by Best and Khan (2003), as a segment of population which the researcher is interested in gaining information and providing conclusion. This study based on 5% of the total population, as Boyd and his colleagues suggest 5% of sample size was enough to represent the population (Boyd-et al., 2017). This study involved 5 secondary schools to represent all 22 public secondary schools in the district.
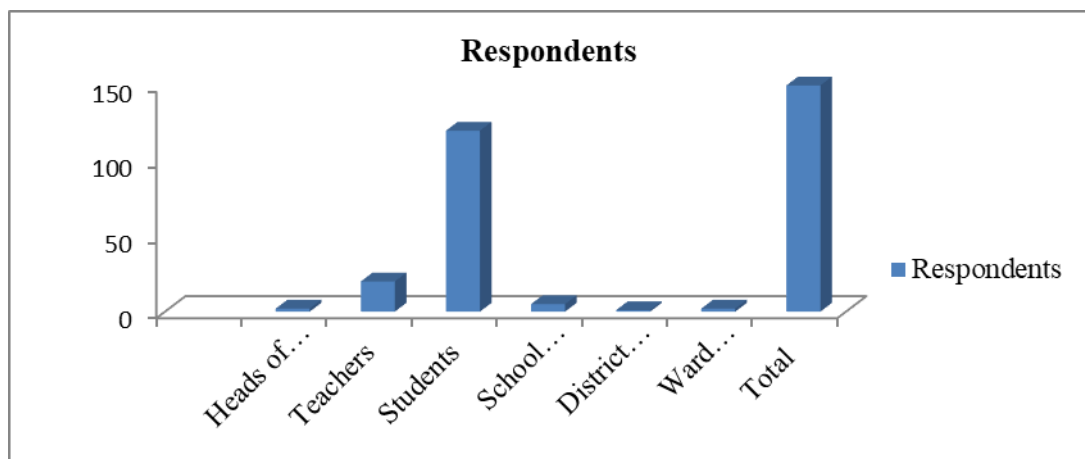
Figure 3.1: Respondent's distribution

This is because 5 schools were equal to 22.7%, therefore they qualify to represent the population of all public secondary schools, the sample consisted of 200 participants

in the following distribution: 1 DSEO, 28 teachers, 5 Heads of schools, 5 ward officers, 5 board members together with 15 parents and 141 students as represented in the figure below.

3.4.3 Sampling Procedures

A sample is defined as a portion of the population selected for the study (Ary et. al., 2017).

3.4.4 Sampling Techniques

Kombo and Tromp (2016), argues that sampling procedures are procedures used to select people, places or things to study in the target area. It involves the selection of a subset from the larger set (group) called a population with elements required by the study. This study employed both purposive and *stratified simple random sampling techniques* to obtain participants. Purposive sampling technique was used to obtain head teachers, teachers, school committee members and DSEO.

3.4.4.1 Stratified Simple Random Sampling Techniques

Stratified random technique will be used in selection of classroom teachers, students and board members to obtain the expected number of participants in gender bases. In each participant group all the female names in a selected school from among the population was listed on pieces of papers and folded then mixed and spread on the table. The researcher picked those pieces regarding only the targeted number which therefore informed the names of participants to be involved the same was done to male participants. On the part of board members, the researcher visited parents whom their children are faced with problem of truancy.

3.4.4.2 Purposive Sampling

Purposive sampling according to Punch enables the researcher to undertake sampling procedure based on his or her judgment. Punch argues that sampling is considered to be the most important kind of non-probabilistic sampling to identify participants (Punch, 2016). Kombo and Tromp (2016) argue that the sample selection is based on the purpose of the research. This study used purposive sampling technique to obtain respondents with special roles or characteristics. These were;

The DSEO, was purposively sampled because he/she is the in charge of secondary education provision in the district level and his/her office is involved in financing schools under his jurisdiction through capitation grants. Heads of schools were purposively sampled because they are in charge of schools and are involved in financial management and school materials procurement process as school committees" secretaries 5 heads of schools one from each selected school was involved in the study. Classroom teachers; were purposively sampled because they are trained personnel (professionals). They were stratified into male and female to obtain 2 teachers one from each sex in simple random selection. Non-trained teachers were not included. Ward education officers were purposively be sampled because they are supervisors who oversee the financial process to go as expected, in wards under which they supervise.

3.5 Methods of Data Collection

In this study interviews, questionnaires, focus group discussion guide and documentary review checklist were used in collecting data. According to Borg and

Gall (2003) using more than one method enables the researcher to cross-validate information and data collected from a variety of sources Due to the nature of this study, a combination of interviews, questionnaires, focus group discussions, and documentary review were applied in order to integrate qualitative and quantitative approaches which are necessary in solving research problems.

3.5.1 Interview

The interview is an exchange of views between two or more people on a topic of mutual interest and emphasizes the social context of research data (Cohen et al., 2010). It is a research instrument that involves the collection of data through verbal interaction between the interviewer and the interviewee. An interview provides a chance for the respondents to expand on their ideas, explain their views and identify what they regard as crucial factors. A semi-structured type was selected because it allowed flexibility in probing much more information from participants. The method has a disadvantage in that the analysis of the data can be difficult and time consuming. For this study, Interviews was held with the District Secondary Education Officers (DSEO), and Ward Education s (WEOs). The interview guide is found in Appendix IV.

3.5.2 Questionnaires

Questionnaires are referred to as a formatted set of questions that are drawn up to meet the objectives of the study (Ary et al., 2017). The questionnaires that were employed in this study had both close-ended and open-ended items. Using questionnaire was appropriate because it was economical and ensured anonymity,

particularly when dealing with a large sample (Nardi, 2003 and Punch, 2018). A questionnaire with close-ended items was preferred because of their easiness to fill, consuming shorter time, keeping subjects to the point and giving a wide range of choice (Kothari, 2004). Despite the fact that open-ended items are difficult to score and time consuming the questionnaire was preferred because it helped to give detailed information on contributing factors to the prevalence of student truancy. In addition, a questionnaire was also chosen because it was easy to administer and had the potential of eliciting a lot of information from a large number of respondents within a relatively short period. The questionnaire in this study was used to tap information from form three and form four students, teachers and heads of schools. The questionnaires for students, teachers and heads of school are found in Appendices I, II & III respectively.

3.5.3 Focus Group Discussion (FGD)

Focus group discussions are crucial for the study because of their characteristics of allowing exchange of views and feelings about phenomena in a group with other people (Silverman, 2010). Focus group discussion applies to a situation in which the interviewer asks group members very specific questions about a topic. Therefore, focus group discussions helped to provide more information that could be obtained in a much more time-consuming exercise of individual interviews with the same category of respondents (Silverman, 2010). The focus group discussions in this study involved five School Board Members (SBMs) on the attitudes, opinions and ideas about students' truancy. Respondents invited to give their ideas and opinions about the causes of truancy among students.

3.5.4 Documentary Review

Documentary review can be defined as a method for data collection which involves deriving information by studying written documents (Best and Kahn 2012). In this study, review of documents regarding contributing factors to students' truancy involved going through school daily attendance records, classroom attendance and weekly logbooks.

3.6   Validity and Reliability of Data Collection Instruments

Validity of instruments refers to the quality of data gathering instruments or procedures, which measures what is supposed to be measured (Kothari, 2004). The coverage and relevance of the instruments for the problem under study are subject to content validity. This entails the extent to which questions in the instruments cover the ground to be explored and convey the intended meaning to the respondents. In order to realize the validity and reliability of the instruments, a pilot study was conducted in one secondary school which is not included in the sampled schools. The pilot study was conducted with the aim of checking the effectiveness of the instruments in tapping the required information for this study. Findings from the pilot study from the two schools revealed areas which the researcher had to alter some items, for instance, simplifying some of items.

3.7   Data Analysis Plan

Data analysis is a process that involves editing, coding, classifying and tabulating the collected data (Kothari, 2004). In this study, data is going to be analyzed both qualitatively and quantitatively. Qualitative data was translated and categorized into

various themes and sub-themes in identifying causes to prevalence of student truancy. On the other hand, quantitative data will be sorted, edited and coded through frequencies, tabulation and percentages. Data analysis started soon after during the data collection process. This was purposely so as questions that remained unanswered were addressed before data collection becomes over. Quality control checks and criticisms were done daily for the purpose of avoiding inconsistency in data that were collected. This was done by triangulation of data through probing, cross validating, multiple comparisons, confirming, proofing and organization as well as peer reviewing.

3.8   Ethical Considerations

Research clearance was obtained from the office of the Directorate of Research Publications and Post Graduates Studies of the Open University of Tanzania (OUT). The clearance letter was obtained from the concerned offices. At Buhigwe District Administrative Secretary (BDAS). Lastly, permission was also sought from the five heads of Community Secondary Schools where the researcher explained the purpose of the study. School heads facilitated the researcher's access to teachers, School Board Members and Ward Education Officers. The respondents are assured privacy, confidentiality and was guaranteed anonymity. Furthermore, prior to commencement of the data collection, the researcher declared to respondents that participation was voluntary.

CHAPTER FOUR

RESEARCH FINDINGS

4.1   Introduction

The purpose of this study was to identify the causes of truancy among secondary school students in Buhigwe district in Tanzania. This chapter therefore presents the findings collected from the field based on the research objectives of the study. The findings are based on four specific objectives; firstly, was to explore the level of prevailing truancy among students in community secondary schools. Secondly was to assess the causes of truancy among students in community based secondary schools, thirdly was to determine the effect of truancy among students in community secondary schools and fourth was to investigate strategies for curbing the problem of truancy among students in community secondary schools.

The groups for this study were teachers and students from public secondary schools in Buhigwe district. Data were collected through the use of structured and open questionnaires. To assess the strength of the association between the independent and dependent variables within each study objective at 95% confidence level, Pearson Product Moment Coefficient Correlation r was used. There was a 100% questionnaire return rate as all the participants returned their instruments dully filled. The theoretical framework and conceptual framework indicated that the independent variables such as school related, individual students related and home related determinants could influence truancy and academic achievement of learners.

4.2   Respondents' Profile

In the side of respondents' profile, the study selected a sample size of 200 respondents from whom data were collected. The sample size involved 5 heads of school, 28 teachers, 5 board members together with 15 parents and 141 students as represented in the figure below. On the other hand, the study employed 5 ward Education Officers and one district education officer in Buhigwe district. Out of 200 respondents, 194 responded to the questionnaire and six were interviewed by the researcher.

4.2.1 Categories and Gender of Respondents

The study was carried out in 5 Secondary Schools in Buhigwe district and involved various categories of respondents as shown in table 4.1

Table 4.1: Summary of secondary schools and category of respondents (N=32)

Category of Respondents	Number of Respondents, Gender & Percentages					
	Male		**Female**		**Total**	
	Frequency	%	Frequency	%	Frequency	%
Head of Schools	3	1.5	2	1	5	2.5
Teachers	11	5.5	17	8.5	28	14
Students	65	32.5	76	37.5	141	70.5
Board members	4	2	1	0.5	5	2.5
Parents	6	3	9	4.5	15	7.5
Ward Education Officers	2	1	3	1.5	5	2.5
District Academic Officer	1	0.5	0	0.5	1	0.5
TOTAL	**92**	**46**	**108**	**54**	**200**	**100**

Source: Field Data, 2020

Table 4.1 above have presented the profile of respondents; gender, frequencies and percentages. The table shows that the study carried out in all targeted area in

Buhigwe district. The required numbers of respondents were met as expected in every category. The study employed different category of respondents where by 2.5% of respondents were heads of schools, 14% were teachers, 70.5% were students, whereby board members were 2.5%. Parents were 7.5%, Ward Education Officers were 2.5% and 0.5% of respondents were covered by 1 district academic officer. Therefore, the total number of respondents in this study was 200 respondents.

Table 4.2: Gender of the respondents

Gender	Frequency	Percentages
Male	92	46
Female	108	54
TOTAL	**200**	**100**

Source: Field Data, 2020

The demographic information of respondents as shown in the table 4.2 indicates gender issues in this study was considered despite the small differences where by total female respondents were 54% and male respondents were 46%. These results show that both genders were equally represented in the study and the results gathered are representative of everyone in the target groups views.

4.2.2 Age of respondents

The study was interested to identify the ages of participants particularly teachers and students in selected schools in Buhigwe district. Figure 4.2 below shows their ages, frequencies and their percentages. Results on the age of the respondents based on the data collected as presented in figure 4.1 as follows.
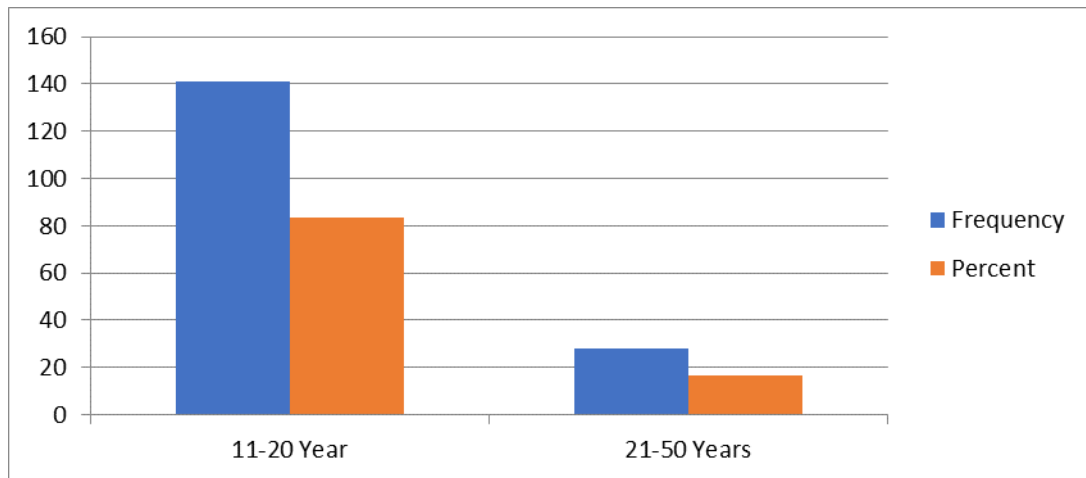
Figure 4.1: Age of respondents

Figure 4.2 above, shows the ages of respondents who participated in this study. This aspect aimed at identifying the age differences of participants who were involved in studying the causes of truancy in secondary schools in Buhigwe district. The result indicates the larger number of respondents (83.4%) were aged between 11-20 years. On the other hand, 16.6% were aged from 20-50 years from five secondary schools in Buhigwe district.

4.3 The Level of Prevailing Truancy Among Students in Community Secondary Schools

This was the first objective that aimed at finding out the level of prevailing truancy among students in community secondary schools. As regards truancy among students has become a growing problem. Globally, truancy has been regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused a lot of setbacks for secondary school students in their educational pursuits. This objective intended to find out how truancy is rooted among students.

This part therefore specifically assessed the level of truancy among students in secondary schools. The findings were presented on Table 4.2 below.
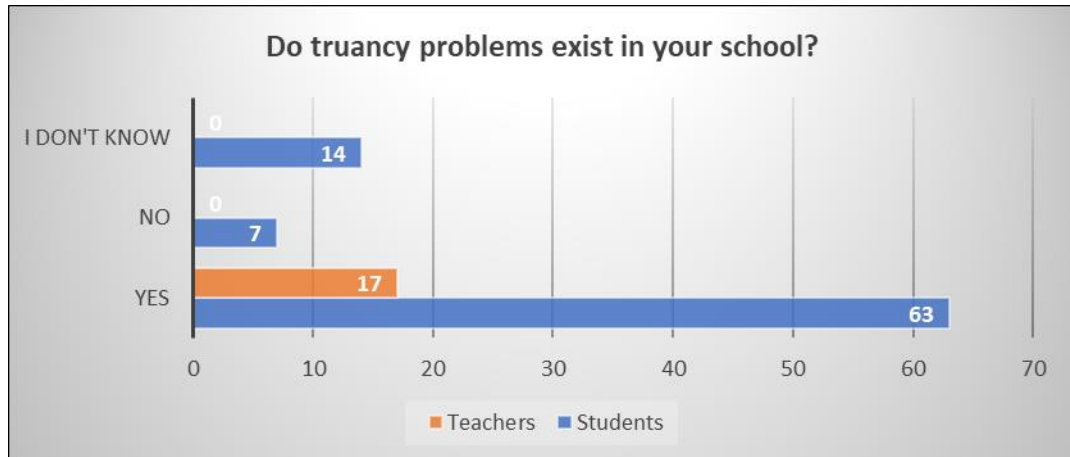
Figure 4.2: The level of prevailing truancy among students in community secondary schools

Figure 4.2 above indicates the responses of teachers and students on the question of existence of truancy in secondary schools. All teachers (17%) agreed that truancy was existing in their schools. Teachers are the ones who can notice the presence or absence of some students in their classes. Therefore, their responses showed that the problem of truancy is common in their classes. On the other hand, students were differing in their responses; 13% said they knew nothing whether there was truancy or not among themselves. Majority of students (63%) agreed on the existence of truancy among themselves. Only 7% said "no" against the question of existence of truancy among students in their school. This means that they did not observe any truancy among themselves in their schools.

The researcher was interested to know the level of truancy from respondents who agreed on the existence of truancy among students in secondary schools in Buhigwe

district. The study used questionnaire to explore the level of truancy where respondents had to rate on the given opinions as shown on the figure 4.3 below;
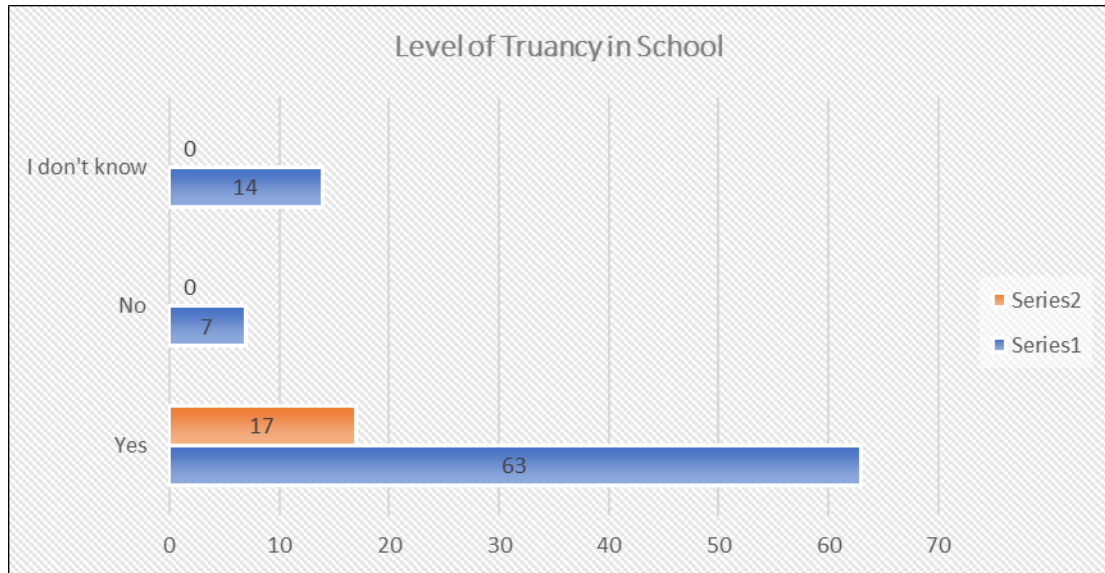
Figure 4.3: The level of prevailing truancy among students in community secondary schools

4.4 Causes of Truancy Among Students in Community Based Secondary Schools

The second objective aimed at examining causes of truancy among students in community based secondary schools. According to Tyeman (2021), truancy is the first sign of trouble, the first indicator that a young person is giving up and losing his/her way. When young people start skipping schools, they are telling their parents, school officials and the community at large that they are in trouble and need help, if they are to keep moving forward in life. Truancy is caused by different factors. This study presents several factors that were found as factors or causes of truancy in secondary schools in Buhigwe district. The following table presents in detail different factors for truancy in secondary schools.

Table 4.3: Causes of truancy among students in community secondary schools

Causes of Truancy in Secondary Schools	Responses in percentage %				
	SA	A	D	SD	TTL
Poor involvement of families on supporting children's school attendance	44	26	27	3	100
Unawareness by parents/guardians of the importance of school daily attendance	39	41	11	9	100
Parental poverty situation	31	25	27	17	100
Indulgence in alcoholism	17	26	41	16	100
Lack of a school fence	32	39	19	10	100
Unsupportive school environment	11	56	20	13	100
Poor school supervision of daily attendance	18	61	15	6	100
Teachers not frequently attending classes	41	26	22	11	100
Excessive corporal punishment	32	56	10	2	100
Teachers' use of abusive language	23	29	27	21	100
Poor monitoring of classroom attendance	26	52	20	2	100
Using poor teaching methods	14	38	19	29	100
Orphanage	29	38	27	6	100
Browsing internet	21	40	21	8	100
Playing pool during school hours	31	39	14	16	100
Existence of physical violence	11	45	31	13	100
Involvement in love affairs during school hours	30	51	16	3	100
Sexual harassment	20	36	42	12	100
Early marriage	34	56	3	7	100
Involvement in child labour	23	61	7	9	100
Failure to pay school fees	18	50	5	27	100
Involvement in small businesses	31	47	10	12	100

The findings from the responses of the questionnaire from teachers and students as shown in Table 4.3 above indicates various possible causes of truancy among students in community secondary schools.

The findings showed that poor involvement of families on supporting children's school attendance. This theme rated 68% of respondents who agreed and only 32% were against the statement. This means that one of the factors contributes to truancy is low or poor involvement of families on supporting children's school attendance. Parents have a great role in a family to help their children to attend to school every

day. The interview with parents found that some parents do not care on school attendance of their children. Parents themselves involve their children in small businesses such as selling vegetables in public markets, selling fruits in the street

The emerged factors for truancy in secondary schools include poor involvement of families on supporting children's school attendance, unawareness by parents/guardians of the importance of school daily attendance, poverty, corporal punishment, poor monitoring of classroom attendance, Orphanage, internet, playing pool during school hours, existence of physical violence, love affairs during school hours. sexual harassment, early marriage, lack of a school fence and unsupportive school environment which were agreed and strongly agreed by the majority of respondents.

Other factors were poor school supervision of daily attendance, involvement in child labour, failure to pay school fees, conflict, poverty, influence of peer groups and illiteracy

As it was reported in quantitative data that, corporal punishment was rated as the highest factors for truancy, similarly in qualitative data corporal emerged as a strong theme. During interview with district secondary education officers and ward education officers reported that students absenting themselves because of being canned by teachers. For instance, one of ward education officers reported that some of students fail to attend to school because of the fear of corporal punishment teachers administer to them like digging the pits, jumping like frog, caning and

walking by kneels. In that case, corporal punishment in secondary schools tend to chase some students from school hence dominance of truancy among students

During interviews district secondary education officer and ward education officers commented that misunderstanding among parents contributing to students' truancy in secondary schools. They reported that divorce among parents contributed to students' truancy. For instance, one of the ward education officers said;

> *"Family misunderstanding are the source of students to act truancy, but when a father and mother separate each other, they make students lose their basic needs"*

The data collected through interview showed that distance to school is one of the factors that contribute to truancy among secondary school students, speaking of this problem, ward educational officer reported that staying away from school campus was the problem to most of students. distance to school was a problem to the majority of the students. Some parents are capable of pocket money for transport and lunch but some parents cannot. This discourages students from attending to school.

During interviews small businesses and family responsibility were mentioned as factors that contributing to truancy, parents stated that students are skipping away from school because of involving themselves in small business and some of family responsibilities.

When responding one of the parents replied that:

> *"Wazazi wengi wanawapangia watoto wao majukumu ya kifamilia kama kuchunga mifugo na kulima mashambani hasa kipindi cha kilimo na wengi wao kushindwa kuhudhuria shule kutokana na majukum hayo"*

[Translation; majority of the parents provided their children with home activities, for example most of the parents are pastoralist and farmers, therefore the children are the one who are responsible for taking care of their cattle and farming activities in their families]

The findings through interviews indicated that peer groups were one of the theme emerged as it was reported by ward education officer. Most of students are running away from school because of their fellows. For example, the ward educational officer pointed that "Peer groups have a big influence in changing students' behaviors and majority of them engage in that group which has bad behavior within the society. Based on these findings, Poor involvement of families on supporting children's school attendance, Unawareness by parents/guardians of the importance of school daily attendance, Parental poverty situation, Indulgence in alcoholism, Lack of a school fence Unsupportive school environment, Poor school supervision of daily attendance, Teachers not frequently attending classes, Excessive corporal punishment, Poor monitoring of classroom attendance and students' Involvement in small businesses are the factors leading to student's truancy in secondary school in Buhigwe' district council. This is due to the reason that majority of respondents commented at the high percentange in the questionnaires and also mentioned by the interviewees.

4.5   Effects of Truancy among Students in Secondary Schools

This section discusses the effect of truancy among secondary school students such as the increase of criminal acts, early marriage and poor school performance of both student and school in general.

4.5.1 Students Involvement in Criminal Acts

Acts Criminal acts like theft, drugs and robbery contributes greatly to truancy and daily behavior of students by not attending to school. Students who engage in such crimes cannot attend to school every day because they spend most of their time doing all those evils. Once they engage in crimes they don't value education thus dodging from school. For example, one of student at one secondary school was expelled from school because of stealing school properties and taking by force the properties of fellow classmates thus failed to complete his secondary education because of theft. Similar to that, students who engage in crimes results to the society to have people who are less tolerant like thieves and robbers by breakdown of peace in the community hence create tension among the members. For example, Chukwu, Pius, Fiase, Haruna, Terkuma and Envangelina (2017) Commented that truancy are the most powerful predictor of immoral behavior.

Some Heads of Schools explained through the Questionnaires that many students who are not attending to school during regular hours are committing crimes such as robbery and theft because when they go outside school environment, they engage in stealing others property. Students' truancy in school makes some of them to dislike learning thus enjoying performing crimes in which they put their life as they are likely to be killed when caught stole other people's properties.

Therefore, criminal acts contributed to most of the student's failure to attend to school regularly hence they become truants. In addition to that, Olufunke and Oluwadamilola (2014) explained that truancy in schools has negative impact as it

contributed to the increase of criminal act within the society. This indicates that truant students are more likely to become robbers, thieves and sometimes destruction of school properties.

Nevertheless, truancy among students leads to cost for members, the community and whole society through conflicting with their friends, violation of human right, family breakdowns, and an increase of crimes including robbery. Based on the theory students with less attachment and commitment are more likely to commit crimes like robbery and theft within the society because they were not well developed and directly involved on what to do and what not to do with society by considering values and norms of the community.

4.5.2 Use of Drug Abuse

From questionnaires for some Heads of Schools and some Ward Education Officers, it was found that the use of drugs contributes significantly leads to the deterioration of students' attendance in secondary schools by not attending regularly. Drug abuse like alcohol and marijuana to most of the students is the problem because it affects their health and to become weak. Also, sometimes decreases individual intellectual ability for thinking properly in which he/ she cannot perform well in studying when schooling hence these result into truancy. Most of them find difficulties in learning since they are not normal due to the effect of using drugs and some of them get confused totally.

Titilayo (20 14) explaining that students' truancy has impact including engaging into drug addiction like alcohol and tobacco. Thus this create frustration among students

due to the repetition of classes for years for those who failed to reach the school average they have to repeat class in order to acquire quality education. Students who are taking drugs became trouble makers including fighting with their fellow student and even the teachers hence violation of school rules. Drugs have effect not only to the truants' students but also on their future life and their families as well as the entire society since it leads to insecurity to whole community because they are against rules and regulation of society.

Therefore, It was evident that if the use of drugs continue among the students it's difficult to have the skilled and enough manpower within the society hence to have unqualified personnel and unhealthful youth who are not able to perform their responsibility with the community.

4.5.3 Poor Academic Performance

Students' truancy contributes to poor results in national examinations as well as school examinations. Due to poor students' attendance schools' results will decline because teachers can not cover the syllabus on time and to all students in class. This is due to the fact that some students are absent during class session as a result they cannot learn in accordance to the plan of the teacher. In addition to this, school can not dismiss them from school attendance which contributes to low performance of the school because national wise they are mention as students although they were not attending school regularly. For instance, Ememe, Ezeh, and Onwuchekwa, (2012) argue that truancy leads to poor academic performance of school and students whereby it reduces the quality of education.

From the study truancy contributes to low school performance hence there must be more effort to make sure that school attendance is improved and truancy among secondary school students is eradicated. In that sense if students are not attending to school regularly for sure there will be no enough preparation as students will be not learning as planned due to student absent during class hours.

4.5.4 Early Marriage

Truancy among students contributes too many of them engaging in bad relationships and thus finding themselves not attending to school. Some students who are not interested in learning are engaging in bad relationship with other villagers and their fellow students of the same behavior. For example, the investigator observed that some of the students are 64 living in rent house without their parents care thus not to going to school and others are cared by local men and found themselves engaging in sex practice hence ending with pregnancy, transmitted infections and early marriage. Oluremi (2013) explain that truancy has impact to adolescent like engaging in risky sexual practice when they are still studying and associated with early pregnancy, sexual transmitted disease such as gonorrhea. Early marriage leads to uneducated society, and failure to fulfill their future dreams and it entertain chronic poverty within the society.

Also, it causes death especially during giving birth because they are still young. Similar to that River (2008) argues that students' truancy has negative effect such as teen-age pregnancy among students in secondary schools and truancy as the predictor of poor adult outcome, including violence and marital instability within the society.

It is concluded from the study that if this situation continues the number of street children is on the increase because most of the students who engage in truancy are at the risk of unplanned pregnant hence the children with no father.

Based on the findings of this study it revealed that students' truancy has the following effects to individual and society which includes; increase of criminal acts, early marriage, poor school performance and jobless youth.

On the other hand, the study came out with strategies to eradicate truancy among secondary school students. It was found that good school environment contributes to good attendance because it attracts students to go to school daily. Availability of school infrastructure like toilets, laboratories, and library and play -grounds enhance the attendance of students since they enjoy learning situation. Presence of sufficient classes according to the number of students motivates them to learn and attend school regularly because teacher can help each one according to their needs. Also, good and modern teaching and learning materials help students to have a good time to attend school every day where they were taught and understand the lesson in class hence truancy will be eradicated among students in secondary schools. Gosain (2013) explain that school environments help students to shape their perception about the school and consider as the place of learning that attract students to attend to school every time. Therefore, from the findings it was evident that the availability of school infrastructure helps to eradicate student truancy in secondary schools.

The study also found that provision of guidance and counseling to the students helps to diminish truancy among students in public secondary schools. Counseling and

guidance for students helps to increase school attendance among them as they become aware on the effects of not attending school and building their skills to identify the importance of access to education and thus giving them importance of attending to school. Parents and teachers should 66 encourage students in schools to attend daily in order to fulfill their dreams. Guidance and counseling supports students to change their bad behaviors and perceptions of education and it helps them to study hard to achieve their goals. Baleinakorodawa (2018) argues that with the support of school counselor in schools helps to provide counseling service to the truant students by involving them in group counseling which allow positive reinforcements and encouragement from their peers and friends. Therefore, in curbing with the problem of truancy guidance and counseling has to be provided to students by involving their friends in order to help them to behave well. Guidance and counseling play a great role in making these young teenage to be aware of their future that makes them now to understand their responsibilities.

It was also found that parents have a great role to play in making sure their children access to quality education since education is the light of life. Parents have to monitor the progress of their children while they are at school and at home. Close relationship with teachers to know if their children are attending to school and checking their exercise books every day when returns from school helps parents to understand continuous development of their children. The follow up of parents will help to minimize miss behavior among the students because there will be flow of communication between teachers and parents in which they can speak to each other about the progress of the students in schools. Samoei (2014) commented that parents

should make cooperation with teachers through follow up their children progress including what they learn from school basing the particular day and homework provided to them.

Good school leadership also has a big role in ensuring team work, accountability, transparency and conducive learning so as to influence student's school attendance. School leadership to be completed must have the people behind him so that to be given direct cooperation with his teachers and this will help diminish the problem of truancy among students. Teachers have power to make follow up on students who are misbehaving like truant students. For example, when a school head is having good 68 relations with his teachers it is easier to control the student's problem with the fact that each teacher fulfills his or her responsibilities properly and communicate it to school head when difficulties happened. Temitayo, Nayaya and Lukman (2015) argues that there should be moral leadership so that teachers to provide quality education to students through moral instruction in order to make sure that acceptable moral training is provided to students. Heads of school are responsible to play their roles effectively to curb the problem of students' truancy through some professional training and encouraging teamwork and ability to influence others.

On the other hand, Motivation plays a positive role in human life, in order to mitigate student's truancy in schools' students with good attendance must be awarded with a gift so that to strive truant students to attend school regularly because they will learn from those who are attending to school daily. Provision of rewards including incentives and certificates for recognition for those who attend to school regularly

will help to eradicate truancy among students in secondary schools. Motivation to students with good attendance to schools helps others to learn from their fellows hence to encourage them to attend every day. Ferguson and Johnson (2017) argues that rewards, praise and recognition create a room for reinforcement of positive performance which is the source of motivation for students within the school.

The study also came out with the idea that corporal punishment should be abolished in schools so as to enhance students' attendance. Teachers has to avoid to administer students with corporal punishment so that to influence them to attend to school. For example, instead of canning let them write composition, watering flowers and planting a tree. This might build them with life skills and encourage students to attend school daily hence the problem of truancy among student in secondary school will be eradicated. Teachers have to discourage the use of corporal punishment to students unless if necessary but with the permission from the school head. Paul (2014) explained that corporal punishment including canning and other harsh punishment should be discouraged in schools given that it leads to fear and less confidence among students in schools. Provision of corporal punishment to students leads into negative impact psychological problems and physical injuries.

Construction of Hostels Hostels has big role to play in mitigating truancy because students will be at school compound throughout the school time and help them to study well and cover all the syllabus on time thus good performance of students and school. The presence hostels in secondary schools helps to improve their attendance, for example hostels help students who live far away from school will be able to

attend school regularly, also living in school environment will make them be near the learning environment and easy for teachers to make follow up on students' attendance. Also hostels enabled students to 71 follow school rules and regulations like punctuality, personal studies after class hours and manual works. This will help to reduce misbehaviours like truancy, use of drugs, theft and robbery.

Gabriel (2016) argues that presence of hostels in secondary school helps to reduce distance that students had to walk to school every day. Accessibility of hostels helps students in secondary school to attend without missing classes because they are living in school surroundings hence this improves school attendance in secondary schools. Thus, if hostels are constructed it will help to mitigate truancy among secondary schools students. Therefore, students who are living in school campus are less to engage in truancy behavior since they were restricted by rules and regulations of the hostels

4.6 To investigate Strategies to Curb Truancy among Students in Community Secondary Schools

Based on the findings extracted from responses on Questionnaires of some students, Heads of schools and Ward Education Officers in order to eradicate truancy in secondary schools the following possible strategies were mentioned: motivation, construction of hostels, parents to follow up their children progress in schools, creating good school environment and good relationship between teachers and students in schools. These strategies correlate with conceptual framework which provides a picture on how the rate of student's truancy could be if these strategies are

not implemented in good way. Therefore, government and policy makers has to think critically and to design new strategies that they can easily be addressed so as to mitigate student truancy in secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter provides summary, conclusion and recommendations of the study. In the recommendation part, the researcher tried to provide different opinions and suggestion basing on the responses provided by the respondents including teachers and students regarding the causes of truancy in community secondary schools. It begins with a brief summary of the findings and then followed by conclusion, recommendations to different educational stakeholders, limitations and recommendations for further study.

5.2   Summary of Major Findings

To conduct this study the following objectives were used as a guide to finding report.

5.2.1 To Explore the Level of Truancy Among Students in Community Secondary Schools

The first was to explore the level of prevailing truancy among students in community secondary schools in Buhigwe District. It was found that the level of truancy in Buhigwe District Council is high hence a need to find its causes.

5.2.2 To identify the Factors Contributing to Truancy Among Students in Community Secondary Schools

Second objective was to identify the factors contributing to truancy among students in secondary school. The study revealed that there were many factors which

contributed to truancy among students in secondary schools. Some of the factors found by the study include; corporal punishment administered to students, dislike schooling among secondary school students, family responsibilities, poverty, early marriage, remoteness of school location, sickness, poor academic performance, illiteracy and students' negligence and commitment to schools.

5.2.3 To Examine the Effects of Truancy Among Students in Community Secondary Schools

The study also aimed at examining the effect of truancy among students in secondary schools, the findings indicated that student's truancy leads into use of drugs abuse, poor academic performance, increase of illiteracy among the society, other effect is the increase of criminal acts within the society where most of the youth engage in robbery hence they bring insecurity to society. The findings further showed that poverty, early pregnancy, and early marriage among students in secondary schools were also commented as the effects of truancy in schools. On the other hand the study sought to establish possible strategies which can be adopted by schools as a mechanism to eradicate student's truancy in secondary school.

5.2.4 To investigate Strategies to Curb Truancy Among Students in Community Secondary Schools

The findings revealed that building of hostels, good school leadership, creating good environment for studying, good relationship between teachers and students can eradicate students' truancy. The other strategies include; enforced laws, abolishing corporal punishment, parental involvement and close to make follow -up of the

development of their children several times in schools, provision of guidance and counselling to students, and clear school rules and regulation were highlighted as way to mitigate truancy among students in public secondary schools.

5.3   Conclusion

This study aimed to investigate issues contributing to students' truancy in public secondary schools in Buhigwe District. It focuses on the factors, effects and possible strategies to mitigate students' truancy in schools. The study revealed that truancy among the students was caused by different factors which hinder students to access quality education to students like corporal punishment which was similar with the findings of previous studies (Sulleman, Husain and Kayan 2017; Invocavity, 2015). The study further found that truancy leads to negative impact on student academic achievement like poor school performance. The findings are in line with the study of Chukwu, Pius, Fiase, Haruna, Terkuma, and Evagelina, (2017) found that truancy leads to increase of criminal acts (Ememe, Ezeh, and Onwuchekwa, 2012). However, social control theory provides how the problem can be rise and how it can be eradicated. Social control theory has an influence on the management of students' truancy, basically on attachment that students with strong attachment are less involved with crimes such as drug abuse, commitment that those who have high commitment are less to misbehave (Siegel and Senna, 2017).

Based on this theory the study found that students with less attachment are more likely to absent themselves from school and engage in criminal acts like drug abuse. Therefore, educational leaders should work hard so as to eradicate truancy among the

students by providing teachers incentives in order to made them to be committed with work within the institution so that to provide direct control of students behaviors basing on rules and school regulation. Moreover, social control theory guide parents, community and teachers to maintain student discipline through directing them on what to do and not do when they are in school and at home.

Generally, the study identifies different measures in eliminating truancy among students in secondary schools including motivating students with good school attendance by recognizing them, provision of guidance and counseling and parental involvement in school development by making sure they play their roles to improve school infrastructure.

5.4 Recommendations

Based on the findings of this study, the following recommendations were made:

5.4.1 Recommendation for Policy Administrators

i) The researcher recommends on the provision of guidance and counselling among students, and implementation of strict laws so as to diminish truancy in secondary schools.

ii) This study was conducted in one district targeting some selected public secondary schools. It is recommended that a similar study should be conducted in other district of Tanzania to observe what is taking place in other schools on the factors contributing to student truancy.

iii) I suggest that, there should be an empowerment programme for students. This will help in addressing early marriage and parenthood problems. Teachers should help in arranging for help with making up, missed work, tutoring, placement in a special programme, and/or a transfer to another school.

iv) The researcher also recommends that parents should vist schools to communicate with teachers about their children academic progress. This habit will strengthen the relationship between the school and the home and encourages parents' participation in school activities. Parents should work with school administrators, counsellors and teachers to ensure that students remain in the school. They assist in homework and encouraging parental decisions in school administration (El-Ibiary & Youmans,2021).

5.4.2 Recommendation for further Studies

v) The researcher recommends further research on the strategies to eradicate students' truancy in secondary schools.

vi) Since there are different suggestions also other researchers should use many methods to obtain such observation during data collection in order to get more information about students' truancy. This will help to come up with new findings from other regions of Tanzania

vii) The other future research that can be done is "***the effect of coeducation schools towards truancy".*** These future researches will help policy makers, Educational officers and other educational Stakeholders be aware of such problem.

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APPENDICES

Appendix I: Questionnaire for Students

This questionnaire searches for information about causes to the prevalence of the student truancy in community secondary schools in Buhigwe districts. The information will be used to find solutions to the problem of truancy by designing programmes for controlling it. Feel free to give your opinion on the questionnaire items. Your responses will be treated with utmost confidentiality and will be used only for academic purposes.

Please tick ( ) and fill in where appropriate.

1. Sex: [   ] Male   [   ] Female

2. Ages: (i) [   ] 14-17 yrs (ii) [   ] 18-20 yrs (iii) [   ] > 20 yrs

3.   (a) Do truancy problems exist in your school?

         Yes [ ]   No [   ]   don't know [   ]

     (b) If "**YES**" to what extent?

         High rate   [ ] Moderate rate [] Low rate [ ] don'tknow [ ]

4. Who are commonly involved in truancy among students?

     Girls [   ]   Boys [   ]   All [   ]   don't know [   ]

5. Which among the following are the causes of student truancy in your school?
     Rate your answer by ticking in boxes as:

Strongly agree-1, Agree -2, strongly disagree-3, Disagree -4, don't know-5

NO	Causes of student truancy	1	2	3	4	5
1	Poor involvement of families on supporting children's school attendance					
2	Unawareness by parents/guardians of the importance of school daily attendance					
3	Parental poverty situation					
4	Indulgence in alcoholism					
5	Lack of a school fence					
6	Unsupportive school environment					
7	Poor school supervision of daily attendance					
8	Teachers not frequently attending classes					
9	Excessive corporal punishment					
10	Teachers' use of abusive language					
11	Poor monitoring of classroom attendance					

12	Using poor teaching methods					
13	Orphanage					
14	Browsing internet					
15	Playing pool during school hours					
16	Existence of physical violence					
17	Involvement in love affairs during school hours					
18	Sexual harassment					
19	Early marriage					
20	Involvement in child labour					
21	Failure to pay school fees					
22	Involvement in small businesses					

6. What are the family efforts in reducing student truancy? Rate your answer by ticking in boxes as: Strongly agree-1, Agree-2, strongly disagree-3, Disagree-4, don't know-5

NO	Family efforts in reducing student truancy	1	2	3	4	5
1	Encouraging regular school attendance					
2	Rewarding for good academic performance					
3	Discussing children school attendance with teachers					
4	Asking what children did at school					
5	Providing lunch at school					
6	Paying school fees in time.					
7	Discussing children's school attendance					
8	Reprimand those who roam about the street during school hours					
9	Monitoring the children whereabouts during school hours					

7. Which among the following are the negative consequences of student truancy in your school? Rate your answer by ticking in boxes as: Strongly agree-1, Agree-2, strongly disagree-3, Disagree-4, don't know-5.

	Negative consequences of student truancy	1	2	3	4	5
1	Academic under –performance					
2	Indulging into delinquent activities					
3	Becoming socially isolated					
4	suspension from school					
5	Dropping out of school					
6	Teen pregnancy					
7	Becoming substance abuser					
8	Poor commitment to school activities					
9	Getting corporal punishment					
10	Involvement as *bodaboda* operators					
11	Involving into prostitution					
12	Turning into street children					
13	Contracting sexually transmitted diseases					

NO	Possible strategies which schools could use to reduce truant behaviour	1	2	3	4	5
1	Family collaboration with school administration to ensure that students do not wander in streets					
2	Both teachers and students to attend daily school					
3	Involving parents in school meeting to discuss truancy problem					
4	Avoiding frequent expulsion of students due to failure to pay school fees					
5	Daily monitoring of teacher attendance in every period					
6	Educating families on enforcing children's daily school attendance					
7	Improving school environment.					
8	The use of participatory methods in teaching.					
9	Building of a school fence					
10	Building of staff houses near the school					
11	Teachers to attend daily their classes					
12	Rewarding students who regularly attend classes					
13	Reduction of corporal punishment					
14	Conducting daily roll call during every period					

8. Which among the following are the possible approaches which schools could useto reduce truant behaviour? Rate your answer by ticking in boxes as: Strongly agree-1, Agree-2, strongly disagree-3, Disagree-4, don't know-5

Appendix II Questionnaire for Teachers

This questionnaire searches for information about contributing factors to the prevalence of the student truancy in community secondary schools. The information will be used to find solutions to the problem of truancy by designing programmes for controlling it. Feel free to give your opinion on the questionnaire items. Your responses will be treated with utmost confidentiality and will be used only for academic purposes.

Please tick ( ) and fill in where appropriate.

1. Sex: Female   [   ]   Male   [   ]

2. Ages: 25-35 yrs [   ]   35-45 yrs [   ]   Above 45 yrs [   ]

3. (a) Do truancy problems exist in your school?

      Yes [   ]   No [   ]   don't know   [   ]

   (b) If "**YES**" to what extent?

      High rate   [ ] Moderate rate [] Low rate [ ] don'tknow [ ]

4. Who are commonly involved in truancy among students?

    Girls [   ]   Boys [   ]   All [   ]   don't know   [   ]

5. Which among the following are the causes of student truancy in your school?

Rate your answer by ticking in boxes as: Strongly agree-1, Agree -2, strongly disagree-3, Disagree -4, don't know-5

NO	Causes of student truancy	1	2	3	4	5
1	Poor involvement of families on supporting children's school attendance					
2	Unawareness by parents/guardians of the importance of school daily attendance					
3	Parental poverty situation					
4	Indulgence in alcoholism					
5	Lack of a school fence					
6	Unsupportive school environment					
7	Poor school supervision of daily attendance					
8	Teachers not frequently attending classes					
9	Excessive corporal punishment					
10	Teachers' use of abusive language					
11	Poor monitoring of classroom attendance					
12	Using poor teaching methods					
13	Orphanage					

14	Browsing internet					
15	Playing pool during school hours					
16	Existence of physical violence					
17	Involvement in love affairs during school hours					
18	Sexual harassment					
19	Early marriages					
20	Involvement in child labour					
21	Failure to pay school fees					
22	Involvement in small businesses					

6. What are the family efforts in reducing student truancy? Rate your answer by ticking in boxes as: Strongly agree-1, Agree-2, strongly disagree-3, Disagree-4, don't know-5

NO	Family efforts in reducing student truancy	1	2	3	4	5
1	Encouraging regular school attendance					
2	Rewarding for good academic performance					
3	Discussing children school attendance with teachers					
4	Asking what children did at school.					
5	Providing lunch at school					
6	Paying school fees in time.					
7	Discussing children's school attendance					
8	Reprimand those who roam about the street during school hours					
9	Monitoring the children whereabouts during school hours					

7. Which among the following are the negative consequences of student truancy in your school? Rate your answer by ticking in boxes as: Strongly agree-1, Agree-2, strongly disagree-3, Disagree-4, don't know-5

No	Negative consequences of student truancy	1	2	3	4	5
1	Academic under –performance					
2	Indulging into delinquent activities					
3	Becoming socially isolated					
4	suspension from school					
5	Dropping out of school					
6	Teen pregnancy					
7	Becoming substance abuser					
8	Poor commitment to school activities					
9	Getting corporal punishment					
10	Involvement as *bodaboda* operators					
11	Involving into prostitution					
12	Turning into street children					
13	Contracting sexually transmitted diseases					

8. Which among the following are the possible approaches which schools could use to reduce truant behaviour? Rate your answer by ticking in boxes as: Strongly agree-1, Agree-2, strongly disagree-3, Disagree-4,   don't know-5

NO	Possible strategies which schools could use to reduce truant behaviour	1	2	3	4	5
1	Family collaboration with school administration to ensure that students do not wander in streets					
2	Both teachers and students to attend daily school					
3	Involving parents in school meeting to discuss truancy problem					
4	Avoiding frequent expulsion of students due to failure to pay school fees					
5	Daily monitoring of teacher attendance in every period					
6	Educating families on enforcing children's daily school attendance					
7	Improving school environment					
8	The use of participatory methods in teaching					
9	Building of a school fence					
10	Building of staff houses near the school					
11	Teachers to attend daily their classes					
12	Rewarding students who regularly attend classes					
13	Reduction of corporal punishment					
14	Conducting daily roll call during every period					

Appendix III: Questionnaire for Heads of Schools

This questionnaire searches for information about contributing factors to the prevalence of the student truancy in community secondary schools in Buhigwe district. The information will be used to find solutions to the problem of truancy by designing programmes for controlling it. Feel free to give your opinion on the questionnaire items. Your responses will be treated with utmost confidentiality and will be used only for academic purpose.

1. What are the cause factors of student truancy in your school?

    i)   …………………………………………………………………………
    ii)   …………………………………………………………………………
    iii)   …………………………………………………………………………
    iv)   …………………………………………………………………………

2. What are the negative consequences of student truancy in your school?

    i)   …………………………………………………………………………
    ii)   …………………………………………………………………………
    iii)   …………………………………………………………………………
    iv)   …………………………………………………………………………

3. What are the school strategies used to control student truancy in your school?

    i)   …………………………………………………………………………
    ii)   …………………………………………………………………………
    iii)   …………………………………………………………………………
    iv)   …………………………………………………………………………

4. Which strategies are considered to be effective approaches in reducing student truancy?

    i)   …………………………………………………………………………
    ii)   …………………………………………………………………………
    iii)   …………………………………………………………………………
    iv)   …………………………………………………………………………

Appendix IV: Ethical Documents

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

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Our Ref: PG201700941

Date: 22th May 2020

District Administrative Secretary
Temeke Municipal Council
Dar es Salaam

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. MASENYA, Shibungi Isack Reg No: PG201700941** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled *"Causes of Truancy Among Students in Community Secondary Schools: A case of Buhigwe District Council Kigoma, Tanzania.''* He will collect his data in Kigoma Region from 14h July 2020 to 12th August 2020.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.
Yours sincerely ,

Prof. Hossea Rwegoshora
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegrams: "ADMIN"
Simu:
Email:
Fax

District Commissioner's Office
P.O.BOX 443,
BUHIGWE.
Date 03/07/2020

REF.NA.BHG/AB.143/250/02B/142

VICE CHANCELLOR,
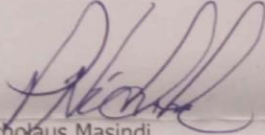THE OPEN UNIVERSITY OF TANZANIA,
P.O.BOX 23409,
DAR ES SALAAM

RE: RESEARCH CLEARANCE

Iam pleased to inform that I gave you permission in respect of your research request of Studying the topic: **Causes of Truancy Among Students in Community Secondary School: A case of Buhigwe District Council, Kigoma Tanzania. Your initiative appreciable and am ready to support this research at my best.**

I would like to invite **Mr. MASENYA, Shibungi Isack Reg No: PG 201700941** who Pursuing Master of Education in Administration Planning and Policy Studies (MEDA APPS) to Buhigwe District. As I also cherish the same thought the Buhigwe District Council is the resource of the Causes of Truancy Among Students in Community Secondary Schools and if your group scientifically, it would be a great thing. Please visit Buyenzi Secondary School, Muharuro Secondary School, Muhinda Secondary School, Muyama Secondary School and Bwafumba Secondary School that tells you about the rules and regulation surely you will get important information that may help in your study.

We wish you all the best in your research.

Thanking you

Yours truly.

Peter Nicholaus Masindi
District Administrative Secretary
BUHIGWE

CC:

MR. MASENYA SHIBUNGI ISACK (FOR YOUR REFERENCE)
P.O.BOX 443,
BUHIGWE.